



MEAP/MME

Coordinator Update

Office of Educational Assessment and Accountability
Michigan Educational Assessment Program/Michigan Merit Examination

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Planning for OEAA Conferences Underway

Mark your calendars for the 2007 Office of Educational Assessment and Accountability (OEAA) conferences. The two-day conferences will be held in late-October and November. Dates and sites are listed below for your information.

October 29 & 30 – Battle Creek, McCamly Plaza
November 6 & 7 – Marquette, Northern Michigan University
November 8 & 9 – Thompsonville, Crystal Mountain
November 14 & 15 – Sterling Heights, Sterling Inn
November 19 & 20 – Lansing, Lansing Center
November 29 & 30 – Novi, Sheraton Detroit Novi

Online registration should be available in September and will be announced in a later issue of the MEAP/MME Coordinator Update as well as the MEAP and MME listserv. For more information, contact Tami Feldpausch (517/241-4136, or FeldpauschT@michigan.gov).

Important dates related to May, June, and July deadlines for Fall 2007 MEAP Grades 3-9

This week, a letter was mailed regarding important May, June, and July deadlines for the Fall 2007 MEAP Grades 3-9. The letter was sent to LEA and ISD superintendents, authorizers and directors of public school academies, non-public school principals, and district MEAP coordinators.

Important information, steps, and deadline dates in the letter are summarized as follows:

- The assessment window for the Fall 2007 MEAP Grades 3-9 assessment will be October 8 – 26, 2007.
- Step 1 - A *Response Form for Fall 2007 OEAA Pre-ID Options* is enclosed in the mailing. The form must be faxed to OEAA **on or before May 1, 2007**.
- Step 2 - Access the OEAA Secure Site, www.michigan.gov/oeaa-secure, and enter approximate student counts, order accommodated versions of the assessment, verify shipping address, and verify district coordinator information. This must be completed **between May 7 and June 8, 2007**.
- Step 3 – Observe the following deadlines for pre-identification:
 - o In order for a school to receive pre-identified answer documents printed with student names and barcodes, students must be identified on the OEAA Secure Site **between May 7 and July 31, 2007**.

- Schools will receive labels with student names and barcodes for all students identified on the OEAA Secure Site **between August 1 and September 21, 2007.**
- Schools will need to print student name and barcode labels at the school for all students identified on the OEAA Secure Site **after September 21, 2007.**
- New Student Registration Forms (NSRFs) are no longer available. All answer documents must contain the student name and barcode, either printed on the document or printed on a label affixed to it.
- Instructions for identifying students and printing student barcode labels can be found in the *OEAA Secure Site Users Manual* located on the OEAA Secure Site.

More complete information regarding all of the above is contained in the letter. Please make sure it reaches the appropriate person in your school or district.

Spring 2007 MME Tested Roster

The Spring 2007 MME Tested Roster is expected to be posted the second week of May. Please watch your email for the notification once it is available. We are pleased to announce that the Tested Roster screen and process for MME is new and more user friendly. Detailed instructions will be coming with the notification.

Michigan Merit Exam Scores and the Michigan Promise

Students who took the Michigan Merit Exam (MME) in March 2008 will receive MME scores in each of the following subjects if they took all of the contributing components:

MME Subject	ACT Component	WorkKeys Component	Michigan Component
Reading	Reading	Reading for Information	
Writing	English, Writing		Social Studies
English Language Arts	Reading, English, Writing	Reading for Information	Social Studies
Mathematics	Mathematics, Science	Applied Mathematics	Mathematics
Science	Science		Science
Social Studies			Social Studies

To qualify for early installment payments of the Michigan Promise scholarship funds, students must achieve a Level 1 or 2 (exceeds or meets state standards) in reading, writing, mathematics, **and** science on the MME. These students are **not** eligible to retake the Michigan Merit Exam.

Students who do **not** achieve a Level 1 or 2 (exceeds or meets state standards) in reading, writing, mathematics, **and** science on the MME are eligible for **one** free retake of the Michigan Merit Exam, either in October 2007, or March 2008.

Please note that The ACT Plus Writing test is only one component of the MME. Therefore, there is no cut score on the ACT component that will qualify a student for early installment payments of the Michigan Promise scholarship funds.

MME Coming Attractions

Please reserve the following dates on your calendars for MME:

May 24, 2007, (Thursday) 2:00 – 3:30pm

MME Spring 2007 Review and Fall 2008 Preview statewide videoconference

July 2007

Schools receive MME score reports for Spring 2007 administration.

September 11, 2007 (Tuesday afternoon)

MME Accommodations videoconference for Test Accommodations Coordinators (TACs). This session will include information for Fall 2007 and Spring 2008 administrations.

September 12, 2007 (Wednesday afternoon)

MME Fall 2007 Retake Administration videoconference. This session is intended for all Key Testing Staff (TS, BU, TAC), new and experienced, to prepare for the Fall 2007 Retake.

September 17 – October 8, 2007

MME Data Interpretation Workshops coming to a location near you. See related article for dates and locations.

September 22, 2007 (Saturday)

Deadline to register for October 27 ACT as part of the MME Fall Retake.

October 27, 2007 (Saturday)

Day 1 of the Fall 2007 MME – Students will take the ACT Plus Writing at a national test site. The Registration/Voucher process will be included in the May 24 videoconference.

October 30, 2007 (Tuesday)

Day 2 of the Fall 2007 MME – WorkKeys and Michigan Mathematics, administered by schools, following the same testing conditions specified for the Spring 2007 administration of the MME.

October 31, 2007 (Wednesday)

Day 3 of the Fall 2007 MME – Michigan Science and Social Studies, administered by schools, following the same testing conditions specified for the Spring 2007 administration of the MME. Schools may opt to administer this session on Day 2 following the WorkKeys and Michigan Mathematics, instead of Day 3.

November 6 – 16, 2007

MME Training Workshops for Spring 2008 administration – coming to a location near you. Stay tuned for dates and locations.

Learn how to use your MME results

Save the date! Michigan Merit Examination (MME) Data Interpretation Workshops have been scheduled as follows:

Date	City	Location
September 17	Marquette	Northern Michigan University
September 18	Traverse City	Northwestern Michigan College
September 19	Grayling	Holiday Inn
September 20	Ann Arbor	Concordia College
September 24	Saginaw	Saginaw Valley State University
October 1	Grand Rapids	Calvin College
October 2	Kalamazoo	Kalamazoo Valley Community College
October 3	Rochester (Detroit)	Oakland University
October 8	Lansing	Michigan State University

For the convenience of attendees, MME Data Interpretation Workshops are scheduled for the same date and location as the ACT Fall Educator Workshops. ACT workshops will be presented in the morning. MME workshops will be presented in the afternoon.

More details will be announced as they become available.

Explaining the Michigan Merit Examination Score Scale

There are three important questions about the new Michigan Merit Examination (MME) score scale that are answered in this article. They are:

1. What is the relationship between ACT, WorkKeys, and MME scores?
2. What is the relationship between the MME score scale and the Michigan Educational Assessment Program (MEAP) High School Test score scale?
3. What is the relationship between the number of points earned on the MME and the scale score?

What is the relationship between ACT, WorkKeys, and MME scores?

Although students who took the MME receive separate ACT and WorkKeys scores, the ACT and WorkKeys scores themselves are *not* part of the MME score. The MME score is derived from the *complete set of items* answered by each student for each subject regardless of where those items come from (the ACT, WorkKeys, or Michigan-developed portions).

All cut scores (e.g. the scores that indicate a student's proficiency level) have been set on the overall MME score. Although ACT and WorkKeys scores are correlated with the MME scores, ACT and WorkKeys cannot be used to determine students' performance levels on the MME.

What is the relationship between the MME score scale and the high school MEAP score scale?

The MME is not on the same scale as the high school MEAP because it is a remarkably different assessment.

The high school MEAP score scale ranged from approximately 50 on the low end to 1100 on the high end, with the lowest and highest scores depending upon the subject. On the high school MEAP score scale, a score of 500 was the cut score for “Basic.” A score of 530 was the cut score for “Met Michigan Standards.”

The MME score scale ranges from 950 to 1250 for all subjects, and the cut score for “Met Michigan Standards” is 1100 for all subjects.

Even with the differences among the assessments, there is still a strong but imperfect, relationship between the high school MEAP scale and the MME scale. To display the relationships, a “concordance” between the old MEAP scale and the new MME scale has been created, showing the *most likely* MEAP score for a student achieving a given score on the MME, and vice versa. These concordance tables will be released at the same time as the MME scores.

The MME score scale was created so that the high school MEAP “Met Michigan Standards” cut score is approximately equivalent to the new MME “Met Michigan Standards” cut score. This equivalency is explained here in more precise terms:

- The old MEAP high school cut score was 530.
- The new MME cut score is 1100.
- A score of 1100 on the MME has very nearly the same meaning as a 530 on the old high school MEAP.
- Therefore, it is expected that the impact of the new MME scale should be minimal in terms of the percentages meeting or exceeding Michigan standards for Adequate Yearly Progress (AYP) purposes.

There are two reasons for developing the MME scale as described above. They are:

1. The MME and high school MEAP are very different assessments which should be reflected in their reporting scales.
2. The MME scale score was created to be consistent with the elementary and middle school achievement scales for MEAP, with the cut score for passing (the “Met Michigan standards” cut score) being the grade level of the assessment multiplied by 100. The MME is administered in grade 11, hence the cut score is 1100.

What is the relationship between the number of points earned on the MME and the scale score?

On the high school MEAP, there was a table that described a one-to-one relationship between the number of points earned by a student and the scale score earned by the student, meaning that all that is needed to know a student’s scale score is the number of points earned by the student.

This one-to-one relationship between points earned and scale score is a by-product of the statistical scoring model used for scoring the high school MEAP. That scoring model worked relatively well for the high school MEAP, but is problematic for the MME. This is because of two reasons:

1. The items on the MME tend to be significantly harder than the items on the high school MEAP. The increased difficulty tends to lead to higher levels of guessing on items by students. The scoring model for the high school MEAP does not account for guessing behavior.

2. The items on the MME vary widely in their ability to distinguish between students with high and low achievement. Therefore, some items give significantly more information about the level of achievement of individual students than other items. The variation in the information provided by each item was not incorporated in the high school MEAP scoring model.

Not accounting for these realities in the scoring model can result in inaccurate scores for a significant number of students. Therefore, a new statistical scoring model has been applied to the MME. This model takes into account the increased level of guessing on the MME. It also incorporates differences in information about student achievement provided by different items. This new model is well-researched, well-validated, and well-implemented in many testing programs.

In this more sophisticated model, there is still a strong relationship between the number of points earned and the scale score received by an individual student, but it is no longer a one-to-one relationship. Students who earn the same number of points will not necessarily have the same scale score, although the scale scores will be similar. Two concrete examples showing how this can occur are given below:

- A. Jane and John both earned 25 out of 50 points, but Jane earned a higher scale score. For the most part, both John and Jane got the same items right and wrong, but there were some items on which they differed. The few items that only Jane answered correctly provide a lot of information about whether a student is a high achiever. The items that only John answered correctly were less informative about students' level of achievement. Therefore, Jane's scale score was slightly higher than John's.
- B. Betty and Bill both earned 29 out of 50 points, but Bill earned a higher scale score. For the most part, both Bill and Betty got the same items right and wrong, but there were some items on which they differed. The few items that only Betty answered correctly had correct answers that were relatively easy to guess. On the other hand, the items that only Bill answered correctly had correct answers that were quite difficult to guess. Therefore Bill's scale score was slightly higher than Betty's.

In the new MME scoring model, it is the *pattern* of correct and incorrect responses that determines a student's scale score rather than the *number of points* earned by that student. This reflects that there are many different ways to earn the same number of points, some of which indicate greater achievement than others.

For those who like this type of information, the High School MEAP uses a simple Item Response Theory (IRT) model: the Rasch Partial Credit (1-parameter) model. In contrast, the MME uses a more sophisticated IRT model: the Generalized Partial Credit (3-parameter) model.

If you have any questions or concerns, please feel free to contact us at 877-560-8378 or email us at oeaa@michigan.gov.

Packaging and Returning ELPA Materials

This week is the last week of the testing window for the Spring 2007 English Language Proficiency Assessment.

We'd like to remind district coordinators that the last day for shipping ELPA materials back to Harcourt is Friday, May 4, 2007. Districts with materials shipped after that date may not be eligible to receive their preliminary reports within the 28-day period.

As the testing comes to a close this week, we recommend that district coordinators review their return kit materials to make sure they have enough for their shipment. Coordinators may continue to order return kit materials from the OEAA Secure Site (www.michigan.gov/oeaa-secure) by clicking on the ELPA – Harcourt link until May 3.

If you have any questions or concerns about your shipment, you may contact Harcourt Customer Support at 800-763-2306.

As always, contact OEAA at 877-560- 8378 if you have any questions or needs related to the ELPA.

New Psychometrician at OEAA

OEAA is pleased to welcome Steve Viger as staff Psychometrician. Steve is a Ph.D. candidate in Measurement and Quantitative Methods at Michigan State and is currently working on his dissertation.

Steve will be filling the position vacated by Joseph Martineau, who was promoted to Manager of General Assessments. What does a psychometrician do? Steve will be responsible for the validity and reliability of the test scores that are returned to students, parents, and educators.

NAEP News

Some time in May, MDE will receive the list of Michigan schools selected for the NAEP sample for the 2008 NAEP administration. NAEP Assessment this year will include a small sample of Grade 4, 8, 12 in mathematics, reading, writing, and a larger sample for Grade 8 arts. This will also be a year for the Long Term Trend study (equivalent tests going back to the 1970's). Schools will be notified as soon as the list is received so that they can begin planning for next year's calendar. In May, districts and schools will be notified that they have been selected for a specific subject and grade. A second notification in June will provide a specific date for testing. We appreciate your assistance and our record of 100% school cooperation. If you have any questions, please contact Paul Stemmer, stemmerp@mi.gov or 517-241-2360.

OEAA Contact Information

OEAA web site: www.michigan.gov/oeaa

OEAA Secure database: www.michigan.gov/oeaa-secure

OEAA email address: oeaa@michigan.gov

OEAA Office local phone number: 517-373-8393

OEAA Office toll-free phone number: 877-560-8378

OEAA Office fax number: 517-335-1186

MEAP web site: www.michigan.gov/meap

MME web site: www.michigan.gov/mme

Department of Treasury, Merit Award/Michigan Promise scholarship: 888-447-2687